

TAB 4

From: Traci Hostetler

Sent: Monday, May 26, 2014 8:15 AM

To: Allison Renee Barnhart, Amanda Nicole Piatt, Amy J Pace, Amy M Rousos, Andrea L Talkington, Anthony J Volpe, Jr, Brian T. Smith, Cale Robert Miller, Carla Rae Mangle, Clivette Desheen Stallworth, Daylyn Ann Miller, Dianne L Riemenschneider, Dustin Richard Wilson, Ellen Joanne Elder-Joseph, Grace C. Matzek, Gregory A. Dickerhoof, Heather Collins, Isaac Crews, Jacy J Andrews, Jennifer Faye Gotschall, Joyce A Haidet, Kathleen Shannon Spicer, Kathy Lynn Worges, Kaylee E. Murphy, Kirby Lucas Reed, Kristie Lee Britton, Kristy A Jedel, Lindsay Lauren Moretta, Lindsay Margaret Hose, Mary K Maltese, Matthew C Leisure, Matthew Paul Samaco, Megan Christine Bartuseck, Nicole M Poston, Pamela K McClure, Peggy L Cross, Robin Sue Genshaft, Sandra L Rees, Sharon M Seikel, Suzanne Marie Bettilyon, Teresa S Hoffa, Tiffany Renee' Spaziani
Cc: Nicki Howard, Angela Chapman, Lynne Kulich

Good morning everyone! Hope you had a nice weekend!

I've attached information on a workshop – yes it's for gifted students, but I believe that we may get a lot out of it as well. I've attached the Bloom's information, and SO template that you can save and modify, the SLO checklist for guidance, and links below related to SLOs and OTES.

This email is packed with information for you to peruse at your own pace. I highly recommend you reviewing everything here before the start of next school year. We will meet on a monthly basis next year (or more at your request) to monitor our transition into the new expectations and to support one another. If you need anything in the meantime, I will be checking emails, and I will be in the office, most of the summer (except July 2-13).

- Copy and paste this address into your browser for the Standards for Ohio Educators:
 - http://education.ohio.gov/getattachment/Topics/Teaching/Educator-Equity/Ohio-s-Educator-Standards/StandardsforEducators_revaug10.pdf.aspx
 - This is a great reference for writing your PGP (Professional Growth Plan)
- Copy and paste this address into your browser for information on OTES (Ohio Teacher Evaluation System):
 - <http://education.ohio.gov/Topics/Teaching/Educator-Evaluation-System/Ohio-s-Teacher-Evaluation-System>
- Copy and paste this address into your browser for information on SLOs (Student Learning Objectives)
 - Overview of the process: https://education.ohio.gov/getattachment/Topics/Academic-Content-Standards/New-Learning-Standards/Student-Learning-Objective-Examples/041113-SLO_Guidebook.pdf.aspx
 - Samples of SLOs by content: <http://education.ohio.gov/Topics/Teaching/Educator-Evaluation-System/Ohio-s-Teacher-Evaluation-System/Student-Growth-Measures/Student-Learning-Objective-Examples/Sample-Student-Learning-Objectives>

Thanks!

Traci Hostetler
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Massillon City School District
930 17th Street NE
Massillon, Ohio 44646
Phone: 330 830 3900 extension 50147
Fax: 330 830 0953



From: Kristina Marie Blair
Sent: Tuesday, May 20, 2014 6:01 PM
To: All Users
Subject: FW: Differentiation

Hello!!!

I have heard that in the past High Impact University, offered by Stark County ESC, has been very beneficial! I plan on attending and would love to have company!!!! If you sign up please let me know!!! Hope to see some of you there!!

(Please see the attachment for information!)

*Thank You,
Kris Blair
Gifted Coordinator
Massillon City Schools
330.830-3900 Ext. 50217*

From: Diane Oplinger [diane.oplinger@email.sparcc.org]
Sent: Tuesday, May 20, 2014 2:39 PM
To: Curriculum Directors; Gifted Coordinators; Elementary Principals; Middle School Principals; High School Principals
Cc: ; karenr@cybersummit.org; Kim Berman; Shawn Jividen; st_beckley@smfcsd.org;
st_kmoore@smfcs.org; st_komar@smfcs.org; JBruzda@barbertonschools.org;

shabegger@barbertonschools.org; Sharon Dahlman

Subject: Differentiation continued

As part of our focus on differentiation for the upcoming year, we will be offering a practical guide to differentiation at this summer's High Impact University. The day-long workshop will take place on June 20, 2014, at RG Drage. A flyer is attached that contains workshop details and registration information. Please share and distribute.

Thank you.

Diane Oplinger
Gifted Consultant/Stark & Summit County ESC
Canton Local/Sandy Valley
Barberton/Stow

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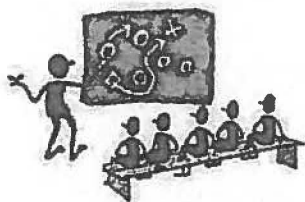
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HIGH IMPACT UNIVERSITY

For all K-12 teachers with high ability students

*Put your students on a differentiation path that's
Straight Ahead, Uphill, or Mountainous*

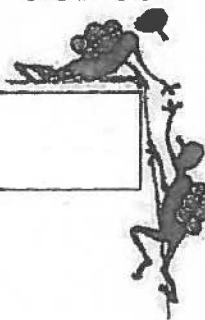


June 20, 2014

8 a.m. – 4 p.m.

R.G. Drage Career Technical Center

7.5 Contact Hours



Topics to include:

Portfolios	Summarization	Value added
Diversity Learner Tool Box	Subject/Grade Level Differentiation specialists	
ELA	FIP	Data profiling to guide instruction
		Differentiation – What it is and isn't

To register:

Go to <http://www.starkcountyesc.org> and click on My Workshops

Bloom's Revised Taxonomy Planning Framework

	Original	Revised Taxonomy	Actions	Products	Learning Activities
Higher-Thinking Skills	Evaluation	Create Putting together ideas or elements to develop an original idea or engage in creative thinking.	Designing Constructing Planning Producing Inventing Devising Making	Film Story Project Plan New game Song Media product Advertisemen t Painting	
	Synthesis	Evaluate Judging the value of ideas, materials and methods by developing and applying standards and criteria.	Checking Hypothesisin g Critiquing Experimentin g Judging Testing Detecting Monitoring	Debate Panel Report Evaluation Investigatio n Verdict Conclusion Persuasive speech	
	Analysis	Analyze Breaking information down into its component elements.	Comparing Organising Deconstructi ng Attributing Outlining Structuring Integrating	Survey Database Mobile Abstract Report Graph Spreadsheet Checklist Chart Outline	
Lower-Thinking Skills	Applicatio n	Apply Using strategies, concepts, principles and theories in new situations.	Implementing Carrying out Using Executing	Illustration Simulation Sculpture Demonstratio n Presentation Interview Performance Diary Journal	
	Comprehens ion	Understand Understanding of given information.	Interpreting Exemplifying Summarising Inferring Paraphrasing Classifying Comparing Explaining	Recitation Summary Collection Explanation Show and tell Example Quiz List Label Outline	
	Knowledge	Remember Recall or recognition of specific information.	Recognising Listing Describing Identifying Retrieving Naming Locating Finding	Quiz Definition Fact Worksheet Test Label List Workbook Reproduction	

Revised Blooms Taxonomy – Verbs, Materials & Instructional Activities

	REMEMBERING	UNDERSTANDING	APPLYING	ANALYZING	EVALUATING	CREATING
VERBS	Tell, List, Describe, Relate, Locate, Write, Find, Solve, Name, Identify, Label, Recall, Define, Recognize, Match, Reproduce, Memorize, Draw, Select, Write, Recite	Explain, Interpret, Outline, Discuss, Distinguish, Predict, Restate, Translate, Compare, Describe, Relate, Generalize, Summarize, Put into your own words, Paraphrase, Convert, Demonstrate, Visualize, Find out more information about	Solve, Show, Use, Illustrate, Construct, Complete, Examine, Classify, Choose, Interpret, Make, Put together, Change, Apply, Produce, Translate, Calculate, Manipulate, Modify, put into practice	Analyze, Distinguish, Examine, Compare, Contrast, Investigate, Categorize, Identify, Explain, Separate, Advise, Take apart, Differentiate, Subdivide, deduce,	Judge, Select, Choose, Decide, Justify, Debate, Verify, Argue, Recommend, Assess, Discuss, Rate, Prioritize, Determine, Critique, Evaluate, Criticize, Weigh, Value, estimate, defend	Create, Invent, Compose, Predict, Plan, Construct, Design, Imagine, Propose, Devise, Formulate, Combine, Hypothesize, Originate, Add to, Forecast,
MATERIALS SITUATIONS	Events, people, newspapers, magazine articles, definitions, videos, dramas, textbooks, films, television programs, recordings, media presentations	Speech, stories, drama, cartoons, diagrams, graphs, summaries, outlines, analogies, posters, bulletin boards	Diagrams, sculptures, illustrations, dramatizations, forecasts, problems, puzzles, organizations, classifications, rules, systems, routines.	Surveys, questionnaires, arguments, models, displays, demonstrations, diagrams, systems, conclusions, reports, graphed information	Recommendations, self-evaluations, group discussions, debates, court trials, standards, editorial, values	Experiments, games, songs, reports, poems, speculations, creations, art, inventions, drama, rules
POTENTIAL ACTIVITIES & PRODUCTS	Make a list of the main events Make a timeline of events Make a facts chart Write a list of any pieces of information you can remember. List all the ... in the story Make a chart showing... Make an acrostic. Recite a poem	Cut out or draw pictures to show a particular event. Illustrate what you think the main idea was. Make a cartoon strip showing the sequence of events Retell the story in your own words Paint a picture of some aspect you like. Write a summary report of an event. Prepare a flow chart to illustrate the sequence of events. Make a colouring book.	Construct a model to demonstrate how it will work Make a diagram to illustrate an important event. Make a scrapbook about the areas of study. Make a papier-mache map to include relevant information about an event. Take a collection of photographs to demonstrate a particular point. Make up a puzzle game showing the ideas from an area of study Make a clay model of an item in the area. Design a market strategy for your product. Dress a doll in costume. Paint a mural. Write a textbook outline.	Design a questionnaire to gather information. Write a commercial to sell a new product. Conduct an investigation to produce information to support a point of view Construct a graph to illustrate selected information. Make a jigsaw puzzle. Make a family tree showing relationships Put on a play about the study area. Write a biography of the study person. Prepare a report Arrange a party and record as a procedure. Review a piece of art including form, colour and texture	Prepare a list of criteria to judge a show? Remember to indicate priorities and ratings Conduct a debate about a special issue. Make a booklet about 5 rules you see as important to convey to others. Form a panel to discuss views. Write a letter to ... advising on changes needed at ... Write a half yearly report. Present your point of view.	Invent a machine to do a specific task. Design a building to house your study. Create a new product, give it a name and then devise a marketing strategy. Write about your feeling in relation to ... Design a record, book or magazine cover. Sell an idea. Devise a way to ... Compose a rhythm or put new words to an old song.

www.ipe-pool.tand.ac.uk/academic/education/blooms/critical_thinking.htm

Student Learning Objective (SLO) Template Checklist

This checklist should be used for both writing and approving SLOs. It should be made available to both teachers and evaluators for these purposes. For an SLO to be formally approved, ALL criteria must be met, and every box below will need a check mark completed by an SLO evaluator.

Baseline and Trend Data	Student Population	Interval of Instruction	Standards and Content	Assessment(s)	Growth Target(s)	Rationale for Growth Target(s)
What information is being used to inform the creation of the SLO and establish the amount of growth that should take place within the time period?	Which students will be included in this SLO? Include course, grade level, and number of students.	What is the duration of the course that the SLO will cover? Include beginning and end dates.	What content will the SLO target? To what related standards is the SLO aligned?	What assessment(s) will be used to measure student growth for this SLO?	Considering all available data and content requirements, what growth target(s) can students be expected to reach?	What is your rationale for setting the target(s) for student growth within the interval of instruction?
<input type="checkbox"/> Identifies sources of information about students (e.g., test scores from prior years, results of preassessments) <input type="checkbox"/> Draws upon trend data, if available <input type="checkbox"/> Summarizes the teacher's analysis of the baseline data by identifying student strengths and weaknesses	<input type="checkbox"/> Identifies the class or subgroup of students covered by the SLO <input type="checkbox"/> Describes the student population and considers any contextual factors that may impact student growth <input type="checkbox"/> If subgroups are excluded, explains which students, why they are excluded and if they are covered in another SLO	<input type="checkbox"/> Matches the length of the course (e.g., quarter, semester, year)	<input type="checkbox"/> Specifies how the SLO will address applicable standards from the highest ranking of the following: (1) Common Core State Standards, (2) Ohio Academic Content Standards, or (3) national standards put forth by education organizations <input type="checkbox"/> Represents the big ideas or domains of the content taught during the interval of instruction <input type="checkbox"/> Identifies core knowledge and skills students are expected to attain as required by the applicable standards (if the SLO is targeted)	<input type="checkbox"/> Identifies assessments that have been reviewed by content experts to effectively measure course content and reliably measure student learning as intended <input type="checkbox"/> Selects measures with sufficient "stretch" so that all students may demonstrate learning, or identifies supplemental assessments to cover all ability levels in the course <input type="checkbox"/> Provides a plan for combining assessments if multiple summative assessments are used <input type="checkbox"/> Follows the guidelines for appropriate assessments	<input type="checkbox"/> All students in the class have a growth target in at least one SLO <input type="checkbox"/> Uses baseline or pretest data to determine appropriate growth <input type="checkbox"/> Sets developmentally appropriate targets <input type="checkbox"/> Creates tiered targets when appropriate so that all students may demonstrate growth <input type="checkbox"/> Sets ambitious yet attainable targets	<input type="checkbox"/> Demonstrates teacher knowledge of students and content <input type="checkbox"/> Explains why target is appropriate for the population <input type="checkbox"/> Addresses observed student needs <input type="checkbox"/> Uses data to identify student needs and determine appropriate growth targets <input type="checkbox"/> Explains how targets align with broader school and district goals <input type="checkbox"/> Sets rigorous expectations for students and teacher(s)



Student Learning Objective (SLO) Template

This template should be completed while referring to the SLO Template Checklist.

Teacher Name: _____ Content Area and Course(s): _____ Grade Level(s): _____ Academic Year: _____

Please use the guidance provided in addition to this template to develop components of the student learning objective and populate each component in the space below.

Baseline and Trend Data

What information is being used to inform the creation of the SLO and establish the amount of growth that should take place?

Student Population

Which students will be included in this SLO? Include course, grade level, and number of students.

Interval of Instruction

What is the duration of the course that the SLO will cover? Include beginning and end dates.

Standards and Content

What content will the SLO target? To what related standards is the SLO aligned?

Assessment(s)

What assessment(s) will be used to measure student growth for this SLO?

Growth Target(s)

Considering all available data and content requirements, what growth target(s) can students be expected to reach?

Rationale for Growth Target(s)

What is your rationale for setting the above target(s) for student growth within the interval of instruction?